U.S. Department of Education 2011 - Blue Ribbon Schools Program

A Public School

School Type (Public Schools):	✓			
(Check all that apply, if any)	Charter	Title 1	Magnet	Choice
Name of Principal: <u>Dr. Natalie</u>	Blasingame			
Official School Name: Westel	nester Academ	ny for Interna	tional Studies	
· ·	901 Yorkchest Houston, TX 7			
County: <u>Harris</u>	State School C	Code Number	: 101920014	
Telephone: (713) 251-1800 I Fax: (713) 365-5686		_	e@springbranc	
I have reviewed the information - Eligibility Certification), and				ity requirements on page 2 (Part la information is accurate.
				Date
(Principal's Signature)				
Name of Superintendent*: <u>Dr. 2</u> duncan.klussmann@springbran		mann Ed. D.	Superintende	ent e-mail:
District Name: Spring Branch I	ndependent S	chool District	t District Pho	ne: <u>(713) 464-1511</u>
I have reviewed the information - Eligibility Certification), and				ity requirements on page 2 (Part last is accurate.
				Date
(Superintendent's Signature)				
Name of School Board Preside	nt/Chairperson	n: Mr. Mike F	Flick	
I have reviewed the information - Eligibility Certification), and				ity requirements on page 2 (Part las is accurate.
				Date
(School Board President's/Cha	irperson's Sig	nature)		

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

^{*}Private Schools: If the information requested is not applicable, write N/A in the space.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
- 2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
- 3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
- 5. The school has been in existence for five full years, that is, from at least September 2005.
- 6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
- 7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

All data are the most recent year available.

DISTRICT

- 1. Number of schools in the district: 25 Elementary schools (per district designation)
 - 9 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
 - 40 Total schools in district
- 2. District per-pupil expenditure: 7614

SCHOOL (To be completed by all schools)

- 3. Category that best describes the area where the school is located: <u>Urban or large central city</u>
- 4. Number of years the principal has been in her/his position at this school: 3
- 5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	74	66	140
K	0	0	0		7	63	75	138
1	0	0	0		8	74	59	133
2	0	0	0		9	66	75	141
3	0	0	0		10	62	86	148
4	0	0	0		11	78	61	139
5	0	0	0		12	66	75	141
	Total in Applying School:							

6. Racial/ethnic com	position of the school:	1 % America	n Indi:	an or Alaska Native
	<u> </u>	4 % Asian		
	_	4 % Black or	Africa	an American
	_	56 % Hispanic		
	_			an or Other Pacific Islander
	_	33 % White	ia wan	an or other rueme islander
	_	0 % Two or n	nore r	aces
	_	100 % Total	110101	
	_	100 /0 10141		
school. The final Gu	idance on Maintaining, eation published in the O	Collecting, and Re	eportii	acial/ethnic composition of your ng Racial and Ethnic data to the U.S. Register provides definitions for
7. Student turnover,	or mobility rate, during	the 2009-2010 scl	nool y	ear: 2%
This rate is calcula	ated using the grid below	v. The answer to	(6) is	the mobility rate.
				•
(1)	Number of students when the school after Octobe the end of the school ye	r 1, 2009 until	6	
(2)	Number of students wh			
	<i>from</i> the school after C until the end of the school	october 1, 2009	9	
(3)	Total of all transferred rows (1) and (2)].	students [sum of	15	
(4)	Total number of studen as of October 1, 2009	its in the school	980	
(5)	Total transferred studentivided by total student		0.02	
(6)	Amount in row (5) mul	tiplied by 100.	2	
8. Percent limited Er	nglish proficient students	s in the school:		7%
	mited English proficien		chool:	67
	ges represented, not inc			17
Specify languages				
		nan, Telugu, Viet	names	e, Hindi, Italian, Farsi, Arabic,

Russian, Korean, Mandarin, Romanian, Japanese, Other Languages Unspecified in computer system (5

students)

9. Percent of students eligible for free/reduced-priced meals:

50%

Total number of students who qualify:

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

N/A- school participates in the free and reduced-priced meals program

10. Percent of students receiving special education services:

6%

Total number of students served:

57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7 Autism	2 Orthopedic Impairment
0 Deafness	11 Other Health Impaired
0 Deaf-Blindness	18 Specific Learning Disability
7 Emotional Disturbance	6 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
13 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-Time	Part-Time
Administrator(s)	3	0
Classroom teachers	76	1
Special resource teachers/specialists	6	0
Paraprofessionals	8	0
Support staff	10	0
Total number	103	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

14:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	98%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	3%	4%	5%	3%	3%
High school graduation rate	96%	96%	93%	89%	93%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rate data is calculated for year 2009-2010 and other years are estimates

Teacher attendance data is extrapolated unscientifically from substitute records for 2009-2010, then estimated across other years.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	136
Enrolled in a 4-year college or university	70%
Enrolled in a community college	16%
Enrolled in vocational training	4%
Found employment	6%
Military service	 2%
Other	 2%
Total	100 %

Westchester Academy for International Studies is a 6th through 12th public charter school in Spring Branch Independent School District in Houston, Texas, that serves approximately 1,000 students out of about 32,000 in the district. About 55% of our students are low income. 55% are Hispanic, 4% are African American, 33% are white, and 8% are Asian. Entry is by public lottery. Interest in Westchester has been increasing throughout its ten-year history, and our waiting list is now hundreds of students long.

Admission to Westchester is sought after because of its unique international emphasis, its challenging academics, and its close-knit, supportive atmosphere.

- -Recent milestones include:
- -Rated exemplary by the Texas Education Agency in 2010
- -Celebrated the ten year anniversary of our founding in 2010
- -Silver medal from *US News and World Report* in 2010, including top International Baccalaureate (IB) recognition
- -American College Test (ACT) 2010 College Readiness Award

We believe that every student can achieve at a high level given the right circumstances. Although our students come from schools across the district and have varying academic backgrounds, every student at Westchester takes an advanced curriculum. All 6th-10th grade courses are taught at a pre-AP level. Most students advance to AP and IB courses in high school. We emphasize small-group instruction and self-determined learning. We empower our students to become information synthesizers rather than just receivers of information.

Westchester's mission is to develop an international awareness, including a focus on international relations and international problem-solving. We offer an outstanding foreign language program which offers beginning and advanced instruction in five foreign languages.

We have a nationally recognized International Baccalaureate Program, and we are applying for candidacy as an IB Middle Years Program (MYP). The philosophy of the IB and MYP programs informs our outlook on the education we provide. We aim to promote intercultural understanding and respect, and we strive to develop the whole student; one who is not only knowledgeable but also internationally aware, capable of critical thinking and dedicated to good citizenship.

Our emphasis on international studies has attracted students from many different countries and cultures. We celebrate our diversity and strive to be inclusive. We hold an International Festival each year where students showcase the food, clothing, and customs of their heritage. We host foreign exchange students each year. Some of our students have completed a dual-language program in elementary school, and they continue to be taught content in both Spanish and English at Westchester. All of our students have the opportunity to take a week-long course of their choosing during International Investigations Week, held the first week of the second semester. They complete a research project on an aspect of the topic of global intrigue.

Westchester's campus is organized around two courtyards, where our students eat and socialize. Students move from class to class without bells. Grades 6-9 are organized into two families, which are groups of students that have the same teachers for their core subjects, per grade level. The family structure

facilitates a high level of individual attention and ability to meet students' needs. It gives the students a group within their grade to belong and to form close ties with, and the teachers are in close communication about the students in the family during their common planning period each day. In grades 10 - 12, each student is assigned an advisor who follows them throughout these grades. This teacher serves as their mentor and advocate guiding them through their final high school years.

Students have many avenues to explore vocational interests, pursue hobbies, and provide service in their community by participating in any of Westchester's forty different student clubs, sponsored by faculty members and parents, which meet during lunch or after school. Students also stay after school to attend tutorials, offered by all our teachers on their own time, and for Homework Hall. Always focused on the highest of expectations, we ask students who have not completed their homework to stay after school and finish it the same day in a quiet, focused environment. Academic achievement has increased as a result of this initiative, now in its second year. Late buses are provided to facilitate the students' ability to participate in these after school activities.

1. Assessment Results:

Since Westchester is a public charter school, our students take the TAKS (Texas Assessment of Knowledge and Skills) test in sixth, seventh, eighth, ninth, tenth and eleventh grades. Texas schools are required to attain a passing rate of 90% or above in all subjects, for all grades, to achieve an Exemplary rating, and between 75% and 90% to achieve a Recognized rating. The testing program is explained fully at http://www.tea.state.tx.us/index3.aspx?id=3318&menu_id=793. Westchester's passing rates on the TAKS gradually increased between 2005-2006 and 2009-2010, and our state ranking increased from Recognized to Exemplary for the first time in 2010.

Our sixth grade reading scores on the TAKS, which declined to 92% for 2009-2010 from an extremely high 98% in the two previous years, were the single exception to our trend of gradually increasing passing rates. For Economically Disadvantaged students, sixth grade reading scores declined from 94% in 2005-2006 to 89% in 2009-2010. Since we welcome a diverse group of students from 25 different campuses each year, sometimes it takes us more than one year to get some students up to speed. However, we never quit and we almost always succeed in subsequent years. Scores for all other grades and all sub-groups increased between 2005-2006 and 2009-2010.

Major gains (more than ten percentage points) over the last five years include seventh grade math results, which rose from 79% to 96%, eighth grade math, which rose from 80% to 96%, ninth grade math, which rose from 78% to 97%, tenth grade math, which rose from 78% to 93%, and seventh grade reading, which rose from 84% to 97%.

We attribute our math gains to the extremely rigorous curriculum that all of our students are required to take. Our students study sixth and seventh grade concepts in sixth grade, seventh and eighth grade concepts in seventh grade, and take high school Algebra I in eighth grade. Some accelerated students take Geometry in eighth grade. Most students go on to AP or IB level math in high school.

Westchester did not have any achievement gaps of 10 or more percentage points between the test scores of all students and the test scores of subgroups in our most recent year's data (2009-2010). We are extremely proud of the fact that our subgroups are performing as well as our students as a whole. We constantly monitor our test results and look at any small discrepancy in results among groups. We are then able to provide small-group instructional support, tutoring, or other interventions to make sure that the instructional needs of the individual students involved are met. This approach has resulted in continuous improvement in our passing rates, and has eliminated achievement gaps.

Westchester was also recognized in 2010 under the state's Gold Performance Acknowledgement system which measures more advanced indicators of campus performance. Westchester was recognized in eight categories, which is more than any other high school in the district. The categories were: completing advanced courses; results of AP/IB exams; percentage of college-ready graduates; number of students with commended performance in math, writing, and social studies; percentage of students graduating on the recommended or advanced graduation plan, and Texas Success Initiative in TAKS math for 6th, 7th, 8th and 10th grades. Westchester also received an ACT award in 2010 for score increases simultaneous to increased participation over the last five years on the American College Test. College Board SAT testing results also show a positive trend, between 2008 and 2009 the average score increased 58 points. Participation in IB and Advanced Placement (AP) testing increased 7% over the same time period, with the number of scores meeting or exceeding test criterion growing by 5%. We are proud of the amazing progress our students are making on all fronts. No matter what changes lay before them on the assessment landscape, we have no fear they will meet or exceed any challenge. We prepare students as life-long learners with authentic mastery of the curriculum, and therefore the exams take care of themselves.

Information on Westchester's state assessment results may be found at http://www.springbranchisd.com/schools/allcampus/high/wais.htm

2. Using Assessment Results:

Westchester stresses the use of a wide range of assessment data: TAKS scores, district benchmark scores, common assessments such as Curriculum Based Questions (CBQ), and informal classroom assessments. TAKS, benchmark, and CBQ scores are available to teachers and administrators online through Eduphoria software. This system allows sorting of data by sub-populations and by content objectives to help provide a clear understanding of students' individual needs. Prior to the beginning of each year, we use the previous year's data to schedule students into supplemental math and reading labs (middle school) and TAKS prep classes (high school). These labs support students with foundational skills while they forge forward with advanced core courses. Our A/B block schedule affords students 8 sections, making space for both remediation and acceleration simultaneously. In addition, data helps in forming monitoring groups to trigger other interventions.

The district benchmark is based on state standards. When students are identified as needing extra support, a plan is developed to provide opportunities for them to improve their outcomes: after school tutorials, advisory-period lessons, mid-day tutorials, and, of course, small group instruction that is integrated into the instructional day.

CBQ's are designed to assess the effectiveness and the delivery of instruction. The data is reviewed under an instructional lens to monitor curriculum content and guide instructional professional development. We not only look at how students are doing, but we also have weekly planning conversations that lead to better delivery of instruction. Great pains are taken in the master scheduling process to assure common content planning times to allow for this professional networking.

Westchester has the fundamental belief that given the right set of circumstances every child can achieve at high standards. Common planning time is one way that we work to create those circumstances. Teachers are able to collaborate on good instruction and observe in each other's classrooms to see modeling of small group instruction. Much of our instructional design and delivery model is based on our work with "Consume-Critique-Produce" (CCP) strategies to create self-determining learners. Through our increased emphasis on student academic conversations and writing within the content areas, teachers are able to authentically gauge student understanding and make sound judgments concerning instructional needs.

As a whole, Westchester strives to make meaning out of data that will provide for a measurable difference in student and teacher performance. We have a collegial atmosphere with shared leadership and ownership in the schools success.

3. Communicating Assessment Results:

The WAIS faculty and administration maintain a high level of communication with students, parents, and the community regarding student performance.

In the classroom, students receive timely feedback concerning quizzes, tests, common assessments, benchmark tests, and standardized test scores. Students who are struggling in any area can receive counseling from the classroom teacher, advisory teacher, and/or the counselor.

Through our Family Access software system, parents have access to the teacher's grade book for each class, allowing them to track their student's progress in a timely manner. Parents can also elect to receive emails showing their child's grades on a daily or weekly basis. Teachers are in frequent contact by phone or email with parents regarding students whose grades may not be matching their abilities and also to congratulate students on classroom achievements. Westchester's small classes (usually less than 25

students) facilitate teachers' ability to get to know their students and to stay in close contact with students' families.

Teacher's web pages contain up-to-date information about assignments and grades that both parents and students can access. The school calendar located on the school's web page provides updated information regarding testing calendars. Westchester provides written Progress Reports midway through each grading period and schedules two Report Card Pickup Nights each year where report cards are handed out and parents can have an individual mini-conference with any of their child's teachers. Call outs notify all parents, in English and Spanish, of Report Card Pickup Nights, Coffees with the Counselors and other school events where information about assessment results is given. In addition, parents get a call requiring their presence at Report Card Pickup if their student's report card contains a grade below 75.

Parents are invited to twice-yearly Honors Assemblies where students are recognized for their achievements. Parents are also invited to meetings with the director where they receive information about the status of the school, the progress of the students, and the success of educational programs such as MYP/IB and pre-AP/AP. Spanish to English translation is provided at all meetings and conferences as needed.

Information is provided to the community, as well as to students and parents, by means of the district web site which posts the campus report card, AEIS indicators, and the Campus Improvement Plan.

4. Sharing Lessons Learned:

Westchester has a long history of opening its doors to visitors, from both inside and outside the district, who want to learn about the unique environment we offer our students. We are dedicated to innovative project-based teaching and advanced coursework for every student. The innovative teaching that has resulted from our CCP initiative and MYP methodologies has attracted pre-service teachers who are welcomed and encouraged to observe classrooms and complete their student teaching at Westchester. Through the district's peer-to-peer initiative, district employees from other campuses observe and conference with teachers at Westchester. Some of our teachers have also been part of a mentoring program in which veteran teachers support new teachers.

Many of our teachers have participated in professional conferences where they have presented successful strategies with other teachers. Information from these conferences is shared at a district and campus level via the school computer network, which gives all faculty access to shared electronic folders.

Some of our teachers have given presentations at our district's ActivEducator Symposium, where they shared unique and effective uses of Smart board flipcharts in their curriculum. Several members of the Science Department presented at and/or attended professional science conferences including the Conference for Advancement of Science Teaching, the Environmental Educators National Convention, and the National Science Teachers Association Conference. Members of our Science and Math Departments are part of the Houston Pathways Initiative which collaborates with Houston Community College, San Jacinto Community College District and the Texas Higher Education Coordinating Board (THECB) to improve the alignment between high school and college curricula. Our Fine Arts and Foreign Language Departments meet regularly with teachers across the district to share ideas and plan lessons with one another. One of our French teachers heads the American Association of Teachers of French for our region. Our technology staff co-wrote the Problem Based Learning Alternative Summer School curriculum with other district colleagues. It is used by the district to motivate reluctant students.

Westchester prides itself on educating not only the mind of the child, but the body and the spirit as well. Our upper school health fitness educator has presented staff development classes to her colleagues at the district level. She shared inquiry projects, teaching strategies, and technology applications used in the WAIS PE program at the state level via the Texas Computer Education Association (TCEA) Conference and at the national level by posting health fitness lessons on the PBS website.

1. Curriculum:

The common thread that runs throughout campus curricula is the desire to provide each student with courses that are personally rigorous and individually valuable. Our English Language Arts Department has developed a curriculum that provides diverse choices for student reading and writing. The 6th-10th grades focus on pre-AP content while the 11-12th grades offer a choice of academic, AP, or IB content. In addition, specialized classes such as Creative Writing, College Writing, Speech, and Debate are offered. Reading and writing are considered integral to each other. Teachers construct their class routines around reading and writing workshops in which student collaboration—academic conversations, projects, peer conferencing and editing—is part of the everyday routine.

The social studies curriculum is driven by the TEKS, IB, and MYP, as well as by pre-AP and AP expectations. Our program strives for vertical alignment to allow continual growth. All students have opportunities to take a variety of social science electives beyond the four required credits. Because of the requirements of our IB Diploma program, we offer a unique path through the high school social studies curriculum. Students take AP US History in 10th grade and advance to IB European History in 11th and 12th grades, while simultaneously taking the traditional semester long Government and Economics classes at either the AP or academic level. We also offer extra-curricular activities, including Model United Nations and Interact Volunteer Clubs. Social studies students are assessed using a variety of methods including projects, tests, verbal debates, and real-world application assignments. Teachers work to create student-centered classrooms with the goal of helping students become historical writers and thinkers. To sustain the constructivist environment, we maintain a low student-to-computer ratio and allow students access to a wide variety of resources for research. Students often work in cooperative learning groups that facilitate peer-to-peer learning, and they participate in study/research trips.

All Westchester math students follow the district pre-AP curriculum in 6th and 7th grade, and take Algebra I for high school credit in 8th grade (except accelerated students who take Geometry in 8th grade). This rigorous program of study in middle school prepares the students to continue advanced mathematics studies in high school where pre-AP, AP, and IB math courses are offered. Teachers focus in integrating critical thinking and problem solving skills in each of these courses.

Science study at Westchester begins with pre-AP level science in middle and proceeds to AP or IB level chemistry and biology in high school. We also offer a number of electives: Physics I, Aquatic Science, Environmental Science, and Anatomy and Physiology. We strive not only to impart scientific knowledge, but also to provide activities that permit students to apply scientific thinking thus helping them retain their new knowledge. We aim to produce self-determining learners. To this end, we use cooperative learning strategies to provide investigative learning opportunities that promote peer-to-peer academic conversations.

Music, theater and visual arts are an integral part of Westchester's mission. We offer Beginning, Intermediate and Advanced Choir, Theater Arts, Technical Theater, Dance and IB level Music, Art, and Theater. Our Performing and Visual Arts Departments offer opportunities to perform at the local, state and national levels. Plays are nominated annually for Tommy Tunes awards, our choir receives top honors at festival, and the Visual Arts Department participates in various arts exhibits and competitions. Teachers personalize their programs to help students develop their interests and talents.

Westchester is one of the few schools to offer five foreign languages: French, German, Italian, Spanish, and Japanese Saturday School. We begin language study in 6th grade and incorporate technology at all levels. The study of language begins with basic skills emphasizing oral proficiency, reading, vocabulary, and writing as well as the acquisition of knowledge related to the cultures and countries in which the language is spoken. Levels 3 and 4 prepare the students for the AP or the IB exams. Dual language

students (English/Spanish) take the Spanish AP exam in 8th grade. We encourage Spanish-speaking students to get credit by exam and study a third language in order to graduate trilingual.

Health Fitness instruction covers physical fitness as well as lessons in nutrition and personal health that are integrated with technology. Based on personal needs, students create fitness programs and upload tools to websites for classroom use. Fitness data led to development of conditioning courses, and class projects motivate students to accomplish personal goals as they track their progress through websites such as Spark People, Play 60, and My Food Pyramid. We aim to promote healthy habits that result in lifetime physical fitness.

Computer Literacy, Webmastery, Robotics, Multimedia, Dollars and Cents, Global Business and Exploring Careers are other electives. Technology courses use both PC and Mac platforms and a variety of software. Students also use a design cycle to process their learning

2. Reading/English:

The language arts curriculum at Westchester is designed to produce lifelong readers and strong communicators who have a global perspective. To this end, our students read broadly and deeply across cultures and time periods and produce a wide variety of written work, both on their own and through collaboration with others.

Each student maintains a writing portfolio throughout his or her attendance at Westchester. Access to the portfolio provides the student the opportunity to monitor and reflect on his or her growth as a writer and serves as a resource of ideas for future writing. The teachers use the portfolios to differentiate instruction for individual students. Teachers also use the portfolios to assess and revise vertical instruction in departmental portfolio conversations.

We utilize the CCP initiative in all classes to create self-determining learners. Through this approach, students are given a wide choice of reading materials and many opportunities to collaborate and produce a broad variety of written work in a reading and writing workshop format. For students who require remediation, we have a Reading Lab class where fundamental skills are taught and practiced.

We have embraced new technology in the language arts curriculum. Students' ongoing access to netbooks and flip videos in the classroom has given them an expanded range of activities. They now have the capability to work on blogs, web pages, Google Docs, global email communication, multimedia projects and internet research.

We have adopted MYP modes of instruction, pursuant to our MYP candidacy application that makes reading and writing relevant to students in a real world context. Students look at authors, including themselves, to understand how to influence the world around them. Through interdisciplinary MYP units, students view content holistically rather than through the lens of a single discipline. They are able to apply reading and writing skills to topics outside the LA curriculum. At the upper school level, the IB and AP programs help to create college-ready students who are connected to a globalized world and who have been given many opportunities to develop and use critical-thinking skills.

3. Mathematics:

Since admission to Westchester is open to all students in the district, the mathematical background of our entering students tends to vary widely. We focus on differentiation to meet the diverse needs of our students.

Our curriculum is rigorous for all our students; we follow the pre-AP curriculum for middle school and pre-AP, AP, and IB for high school. Gifted and talented students are offered the opportunity to accelerate their math instruction beginning in sixth grade. Students who are below grade level are offered

supplemental Math Lab in middle school, and support classes in Algebra 1 and TAKS prep classes in high school. In these courses teachers adjust the pace and methods to provide students with alternative methods to understand difficult concepts. We also pioneered a class in Advanced Mathematical Decision Making, which teaches real-world math applications, to fulfill graduation requirements for high school students not yet able to successfully access Pre-Calculus.

In all our math classes, we focus on project-based learning, small group instruction, and self-determined learning. Since Westchester is adopting the MYP, we are currently writing and implementing thematic units that help us to integrate critical thinking and problem solving skills. These units will further increase the rigor of our courses and improve our students' access to higher-level IB certificates in mathematics. Students are increasingly asked to explain or defend their mathematical reasoning or solutions.

We carefully review curriculum-based assessments and TAKS results to gain knowledge about each of our students and how they learn best. Then we consult with each other to recommend placement for each student in the appropriate instructional intervention or class. In our department planning meetings, we are careful to ensure vertical and horizontal alignment within the math curriculum.

To encourage parental involvement, we hold a Family Math and Science Night where students demonstrate real-world applications of math and science to their families. Students also have the opportunity to participate in citywide math competitions, for which they receive training and support, and to participate in our Mu Alpha Theta club. Club members offer peer tutorials and assist math teachers after school. Also related to our success, campus wide scheduling allows for greater time on task in math than traditional campuses, with students spending 90 plus minutes in math daily at the middle school level.

4. Additional Curriculum Area:

The Westchester science department takes pride in its ability to work as a cohesive unit to develop students who have a social awareness of responsible citizenship and a comprehensive understanding of science. As science educators we recognize our role in developing the essential skills of students in problem solving and critical thinking and how those skills extend beyond the science classroom and benefit all content areas.

The process of developing quality instruction begins with quality planning. We carefully develop a master schedule to gives grade level and content-specific planning time to our teachers. The 6-8 grade science teachers have co-authored an instructional framework that guides lesson development. The 9-12 grade teachers have been part of the district committees that have developed frameworks for biology, chemistry, and physics. It is this framework that builds on the ideas of the state standards and enriches our curriculum to achieve a Pre-AP or Pre-IB level for all students as per our school mission. Our planning time allows for professional conversations that enhance our best practices on a daily basis and make this level of learning possible. The campus leadership has placed a high value on these instructional practices by providing our 6-8 grade students with 90 minutes of science instruction every day. It is this time that gives them a firm foundation in science and helps them progress through their upper school course work.

In keeping with the school mission of a challenging and varied curriculum, the science department has made a conscious effort to dedicate its time to instructional quality. We have worked to provide choice through creating project based learning, incorporating literacy in the science classroom, and integrating technology into learning. We have integrated, small group instruction and have relevant learning outside the classroom with fieldtrip opportunities. During department meetings the focus is on instruction and is very rarely on assessment. It is our philosophy that with good instruction comes good test scores.

5. Instructional Methods:

At Westchester we feel that differentiation is best accomplished by making each student a self-determining learner. To this end, we have a growing cohort of teachers who have been trained in the CCP

framework, which has had a huge impact on designing and delivering instruction. We are creating a culture in which our students can take increased responsibility for their own learning and where there is student choice involved with determining the need for specific instruction.

CCP utilizes small group instruction with choice available so the student may choose the method of learning, within educational guidelines, which they find suitable. Teachers can meet student needs by pulling small groups together while other students are working; struggling students can also identify themselves to work with the teacher. Small group instruction also gives the students opportunities for collaborative learning and for peer-to-peer teaching.

Student choice, and the accompanying ability to learn in the manner that best suits the student's needs, permeates the curriculum. Students have choice in what to read and what types of projects to complete. We have made a major effort to integrate new technology into our classrooms. Having access to laptops, activboards, flip video cameras, and net books offers students an additional variety of learning and project options.

Student choice in both core and elective classes also provides differentiation. All students choose a weeklong class to attend during International Investigations Week in January of each year. Students spend about three hours a day during IIW researching a particular aspect of their chosen topic.

Students in our Dual Language Program receive instruction in both English and Spanish. We also offer Math Lab and Reading Lab for students in need of remedial classes and all teachers offer tutorials after school. One on one tutoring is also available. At the high school level, students may choose from AP, IB or grade level courses to suit their individual needs and interests.

We provide accommodations, not modifications, to our special education students that enable them to take the same advanced curriculum as the rest of our students.

6. Professional Development:

At Westchester we use professional development not only to increase the skills of individual teachers but also to increase the knowledge base of the whole campus. At professional conferences (such as CAST), our teachers attend the lectures and demonstrations of other educators and then bring their knowledge back to campus to share it with colleagues. Many staff members also make presentations at conferences as well, thus making a contribution to professional development in their field.

Professional development has been particularly advantageous in the rapidly developing field of technology. Our campus participated in "11 Tools" online training in the summer of 2010. We practiced and became proficient in many Web 2.0 applications including Photostory, several Google applications, Wordle, Wikis and blogs, image generators such as Big Huge Labs, and information sharing technologies such as Skype and Jing. Incorporating these applications into everyday teaching has enhanced student understanding and participation.

We find that professional development is particularly critical to our ability to offer the specialized IB and AP programs that are very important to college placement for our students and to their success in higher education. Offering our nationally recognized IB program, one of the few in the Houston area, and the MYP, which we are in the process of adopting, requires us to integrate IB pedagogy with the state curriculum. Our teachers maintain their level of knowledge and expertise in these highly regulated programs by attending state and national trainings. We also provide a pre-AP and AP curriculum. To maintain our ability to provide these offerings, our AP teachers attend training at Rice University where they participate in interactive group lectures and labs to create inventive ways to increase student learning and success in the AP program.

Even in the area of socio-emotional learning we never let the fact that we serve such respectful students let us take our skill set for granted. We seek out new ways of relating to the ever-evolving youth of today. Our latest professional learning, provided by the Love and Logic Institute, has focused on shifting responsibility back to students for decision-making and in neutralizing arguing. We always look for ways to equip our students for productive citizenry in a global world.

7. School Leadership:

The foundational elements that make our school successful are rigor and relationships. The leadership philosophy capitalizes on these elements applied to all members of our learning community, developing a system of distributed leadership that values the knowledge, skills, and ideas of every community member from our custodians, to our students, to our parents. It takes everybody's best ideas to accomplish our high expectations.

Staff members understand and support the mission of our school, and value the fact that they are given a voice in school leadership. A collaborative and collegial spirit permeates the campus, and impacts the school culture for students.

There are numerous ways to be heard in discussions about teaching and learning, as well as school management. Students and staff members have a chance to develop their own leadership by proposing and implementing new ideas.

Some of the formal structures that capitalize on our relationships to build rigor are:

- 1. The Campus Improvement Team (CIT) which is the official site-based decision-making body that advises and formally blesses innovations. Comprised of teachers, parents, a community member, a business member, and a district-level administrator, the group discusses issues from diverse perspectives that support relevant decision-making.
- 2. The Leadership Team (comprised of the 3 administrators, 3 Counselors, 3 Content Specialists, IB Coordinator, MYP Coordinator, Registrar, and ESOL Teacher, and special education CIS) meets weekly to discuss issues related to long-term instructional leadership and more immediate management issues. The agenda is dictated by the group with open dialogue and brainstorming.
- 3. Department Chairs meet bi-monthly to look at campus-wide issues from a discipline-specific perspective. This committee carries a lot of voice for the teaching core, giving them a regular mechanism for input outside of faculty meetings.
- 4. The Directors Advisory Council, comprised of 20 middle and 30 high school students, has monthly face time with the Director to discuss ways of improving student life and education within our school.
- 5. Campus Committees form around Campus Improvement Plan (CIP) goals and innovative program ideas, with ongoing meetings to accomplish projects.
- 6. PTA Board meetings are held monthly, providing active parents a direct connection to the Director for two-way dialogue on the impact of decision-making.

If a structure does not exist for a voice to be heard, then the open door policy fills the gap. By sharing the responsibility for achieving WAIS's goals, we are more likely to accomplish them

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

Edition/Publication	1 car. 2003	1 donsi	ier: Pearsoi	1	
	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	86	80	83	78
Commended	31	21	28	22	16
Number of students tested	144	140	138	114	134
Percent of total students tested	100	100	98	100	97
Number of students alternatively assessed			2		4
Percent of students alternatively assessed			1		3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	94	86	66	73	70
Commended	22	14	16	13	4
Number of students tested	68	70	55	40	47
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	92	82	78	76	65
Commended	22	11	24	13	11
Number of students tested	76	76	63	55	57
4. Special Education Students					
Met Standard			55		
Commended					
Number of students tested			11		
5. English Language Learner Students					
Met Standard					40
Commended					10
Number of students tested					10
6. White					
Met Standard	92	89	80	90	89
Commended	44	30	30	31	19
Number of students tested	52	53	66	48	64
NOTES:					

Subject: Reading Grade: 10 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Apr	Apr	Apr	Apr	Apr
97	95	97	95	91
31	24	36	16	19
144	139	138	114	134
100	99	98	100	97
		3		4
		2		3
		<u>-</u>		<u>-</u>
nomic Disadv	antaged Stu	dents		
97	93	95	90	89
22	21	25	18	17
68	70	56	40	47
		<u> </u>		
97	93	95	91	89
22	22	33	11	14
76	76	63	55	57
		90		
		30		
		10		
				70
				10
96	96	98	98	92
44	23	36	21	19
	97 31 144 100 97 22 68 97 22 76	Apr Apr	Apr Apr Apr 97	Apr Apr Apr Apr 97

Subject: Mathematics Grade: 11 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	87	95	85	90
Commended	31	44	36	23	19
Number of students tested	131	133	114	133	78
Percent of total students tested	97	97	97	94	99
Number of students alternatively assessed		2		5	1
Percent of students alternatively assessed		1		4	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	95	73	89	86	88
Commended	23	33	23	17	12
Number of students tested	66	48	35	42	26
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	96	81	91	83	88
Commended	18	39	21	17	12
Number of students tested	72	57	56	59	25
4. Special Education Students					
Met Standard				64	
Commended				9	
Number of students tested				11	
5. English Language Learner Students			<u>-</u>	<u> </u>	
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	96	91	98	86	91
Commended	42	41	46	24	21
Number of students tested	50	66	48	63	43
NOTES:					

Subject: Reading Grade: 11 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	98	97	91	97
Commended	44	49	36	31	38
Number of students tested	133	130	115	131	77
Percent of total students tested	99	95	97	94	99
Number of students alternatively assessed		3		5	1
Percent of students alternatively assessed		2		4	1
SUBGROUP SCORES				<u> </u>	
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	100	94	89	83	96
Commended	34	38	17	27	27
Number of students tested	67	47	35	41	26
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	95	93	88	100
Commended	29	40	20	25	44
Number of students tested	73	55	56	59	25
4. Special Education Students					
Met Standard				55	
Commended				9	
Number of students tested				11	
5. English Language Learner Students				<u> </u>	
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	96	100	100	92	98
Commended	59	52	53	31	37
Number of students tested	51	65	49	61	43
NOTES:					

Subject: Mathematics Grade: 6 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	96	98	93	95
Commended	57	64	72	56	58
Number of students tested	137	132	127	129	125
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	96	95	97	92	94
Commended	55	56	65	49	46
Number of students tested	80	75	75	75	68
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	97	94	96	91	95
Commended	49	62	69	51	49
Number of students tested	77	89	83	77	76
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard	100	100	100	80	75
Commended	32	68	62	53	25
Number of students tested	25	25	21	15	12
6. White					
Met Standard	100	100	100	97	97
Commended	73	73	83	57	73
Number of students tested	44	30	30	35	37
NOTES:					

Subject: Reading Grade: 6 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

9	98 52 132 99 Intaged Stud 96 43 75	98 69 127 99 lents 97 64 75	96 58 129 99 93 49 75	97 58 125 98 94 44 68
9 9 9 9 9 9 9 9 9 9	52 132 99 Intaged Stud 96 43 75	69 127 99 Ilents 97 64 75	58 129 99 99	58 125 98 98
9 9 9 9 9 9 9 9 9 9	52 132 99 Intaged Stud 96 43 75	69 127 99 Ilents 97 64 75	58 129 99 99	58 125 98 98
Disadvar 9	132 99 antaged Stud 96 43 75	127 99 lents 97 64 75	93 49	98 98 94 44
9	99 Intaged Stud 96 43 75	99	99	98 94 44
Disadvai 9	96 43 75	97 64 75	93 49	94 44
Disadvar 9 7 1 1 8 8 4 4	96 43 75	97 64 75	49	44
Disadva 9	96 43 75	97 64 75	49	44
9	96 43 75	97 64 75	49	44
9	96 43 75	97 64 75	49	44
8 4	43 75 97	64 75	49	44
8 4	97	75	-	
8	97		75	68
4		08		
4		OS		
4		0.00		
4		08		
4		08		
4		0.6		
		90	94	95
	47	70	49	50
8	89	83	77	76
		91		82
		27		18
		11		11
				-
2	96	90	73	83
	32	43	20	17
5	25	21	15	12
8	100	100	100	100
6	70	73	74	70
			1	
1	22 4 4 5 5 8 8 6	4 32 5 25 8 100	4 32 43 25 25 21 18 100 100	4 32 43 20 5 25 21 15 8 100 100 100

Subject: Mathematics Grade: 7 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	98	94	90	79
Commended	40	40	36	33	17
Number of students tested	129	124	137	121	131
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	95	97	92	83	70
Commended	29	28	29	26	11
Number of students tested	76	67	79	58	73
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	96	99	92	84	70
Commended	31	33	33	27	10
Number of students tested	90	78	84	67	69
4. Special Education Students					
Met Standard		91			40
Commended		18			
Number of students tested		11			10
5. English Language Learner Students					
Met Standard	100	94	91		
Commended	26	19	18		
Number of students tested	23	16	11		
6. White					
Met Standard	96	97	100	100	86
Commended	67	52	38	44	24
Number of students tested	27	31	37	41	50
NOTES:					

Subject: Reading Grade: 7 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	97	94	93	94	84
Commended	31	42	36	43	22
Number of students tested	129	124	137	122	132
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	96	90	90	90	78
Commended	18	33	25	22	16
Number of students tested	76	67	79	59	73
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	97	94	90	91	83
Commended	21	44	30	33	9
Number of students tested	90	78	84	67	69
4. Special Education Students					
Met Standard		82			50
Commended		27			
Number of students tested		11			10
5. English Language Learner Students					
Met Standard	91	69	45		
Commended	9	19			
Number of students tested	23	16	11		
6. White					
Met Standard	100	97	97	98	84
	70	45	46	57	37
Commended					

Subject: Mathematics Grade: 8 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES	7 t pi	7 t pi	Търг	7 1 pr	2 1 pr
Met Standard	96	90	94	83	80
Commended	36	31	46	24	18
Number of students tested	129	128	127	124	129
Percent of total students tested	98	99	100	98	96
Number of students alternatively assessed	2		100	3	2
Percent of students alternatively assessed	2			2	1
SUBGROUP SCORES	2				
1. Free/Reduced-Price Meals/Socio-econ	omic Disady	antaged Stu	dents		
Met Standard	97	88	91	82	77
Commended	28	19	36	22	17
Number of students tested	71	72	53	65	64
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	96	88	92	80	75
Commended	27	23	42	15	14
Number of students tested	79	82	71	65	64
4. Special Education Students					
Met Standard	80				
Commended	30				
Number of students tested	10				
5. English Language Learner Students			<u> </u>		
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	94	90	96	85	83
Commended	49	39	53	33	17
Number of students tested	35	31	45	48	53
NOTES:					

Subject: Reading Grade: 8 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	98	98	97	88
Commended	57	58	70	52	93
Number of students tested	129	129	127	125	129
Percent of total students tested	98	99	100	98	96
Number of students alternatively assessed	2			2	2
Percent of students alternatively assessed	2			2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	97	97	98	95	80
Commended	54	49	57	42	39
Number of students tested	71	73	53	65	64
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	95	93	88	100
Commended	29	40	20	25	44
Number of students tested	73	55	56	59	25
4. Special Education Students					
Met Standard	80				
Commended	10				
Number of students tested	10				
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	100	98	91
Commended	57	58	73	69	45
Number of students tested	35	31	45	48	53
NOTES:					

Subject: Mathematics Grade: 9 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

Apr				
.r -	Apr	Apr	Apr	Apr
97	89	86	81	78
44	42	36	37	22
149	152	148	134	128
99	99	98	97	99
1			2	1
1			1	1
		<u>-</u>	<u> </u>	
nomic Disadv	antaged Stu	dents		
96	84	82	79	72
35	31	34	34	15
83	68	76	56	54
97	83	81	79	70
39	33	25	34	17
90	81	84	62	63
			40	70
			10	10
			10	10
100	95	92	82	85
46	50	49	36	28
39	58	51	61	54
	44	44	44	44

Subject: Reading Grade: 9 Test: TAKS Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	99	99	97	98	93
Commended	38	38	55	33	20
Number of students tested	148	151	147	131	123
Percent of total students tested	99	99	97	96	95
Number of students alternatively assessed	1			2	1
Percent of students alternatively assessed	1			1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
Met Standard	99	99	95	98	97
Commended	22	31	46	29	7
Number of students tested	83	67	76	56	54
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	99	99	96	97	87
Commended	27	33	46	27	15
Number of students tested	90	82	82	62	60
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	97	100	100
Commended	47	42	65	36	23
Number of students tested	38	57	52	59	52
NOTES:					

Subject: Mathematics Grade: School Average

<u>*</u>							
	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006		
Testing Month	Apr	Apr	Apr	Apr	Apr		
SCHOOL SCORES							
Met Standard	96	91	91	86	83		
Commended	40	40	42	33	25		
Number of students tested	819	809	791	755	725		
Percent of total students tested	99	99	99	98	98		
Number of students alternatively assessed	4	2	2	10	8		
Percent of students alternatively assessed	0	0	0	1	1		
SUBGROUP SCORES							
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents				
Met Standard	96	88	87	83	78		
Commended	33	31	36	29	19		
Number of students tested	444	400	373	336	332		
2. African American Students							
Met Standard	94	100	96	85	77		
Commended	26	45	42	48	27		
Number of students tested	34	29	24	27	22		
3. Hispanic or Latino Students							
Met Standard	96	88	88	83	77		
Commended	31	34	37	27	21		
Number of students tested	484	463	441	385	354		
4. Special Education Students							
Met Standard	80	76	78	66	64		
Commended	23	14	16	15	11		
Number of students tested	35	42	50	53	56		
5. English Language Learner Students							
Met Standard	97	84	78	72	51		
Commended	22	35	33	31	15		
Number of students tested	64	57	45	32	41		
6. White							
Met Standard	96	93	93	89	88		
Commended	52	44	47	36	28		
Number of students tested	247	269	277	296	301		
NOTES:		**					

Subject: Reading Grade: School Average

Subject. Reading	01444	. School A			
	2009-2010	2008-2009	2007-2008	2006-2007	2005-2000
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
met standard	97	97	97	95	91
commended	40	43	50	39	33
Number of students tested	821	805	791	752	720
Percent of total students tested	99	99	99	98	97
Number of students alternatively assessed	4	3	3	9	8
Percent of students alternatively assessed	0	0	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-econ	omic Disadv	antaged Stu	dents		
met standard	96	95	94	92	87
commended	29	36	41	33	26
Number of students tested	446	399	374	336	332
2. African American Students					
met standard	100	100	100	100	90
commended	35	50	46	54	33
Number of students tested	34	28	24	26	21
3. Hispanic or Latino Students					
met standard	97	96	95	93	88
commended	30	41	45	32	28
Number of students tested	486	463	439	386	351
4. Special Education Students					
met standard	89	83	90	83	79
commended	17	17	27	26	11
Number of students tested	35	41	49	54	56
5. English Language Learner Students					
met standard	81	77	67	59	65
commended	9	23	22	13	8
Number of students tested	64	57	45	32	40
6. white					
met standard	98	99	99	97	94
commended	56	46	56	45	36
Number of students tested	247	266	279	293	300
NOTES:					